

St Joseph's Catholic Primary School

Pupil Premium Strategy Statement

The current Government website guidance on Pupil Premium informs the content of this strategy.

It includes information on:

Academic year 2019-20-(review of Pupil Premium strategy)

Academic year 2020-21- (strategy for the coming year)

Date of this report-October 2020

Review date- September 2021

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At St Joseph's our aim is to spend the PP grant on whole school strategies:

- To improve the quality of teaching through training and development
- To provide targeted support for disadvantaged pupils through evidence based interventions
- To improve attendance, behaviour, well-being and readiness to learn

Overview

	2019/20	2020/21
Number of pupils	196	202
Number of pupils eligible for PP	46	40
Reception	7	4
Year 1	3	7
Year 2	8	4
Year 3	3	8
Year 4	6	6
Year 5	3	7
Year 6	16	4
PP grant (Projected)	£57,060 September 2019	£57,420 September 2020
PP grant (Received into school)	£54,730	Due April 2021

Use and impact of the PP Spend 2019/20

Item/ Project	Cost	Objective	Impact
Family Support Worker	£17,868	<ul style="list-style-type: none"> • To continue meeting the social, emotional and mental health needs of our pupils. • To ensure that the attendance of all pupils is good and to support the families when needed. • To share all training in meeting social, emotional and mental health needs with all staff. • To provide strong home school links for all our families. • To use school data systems to identify our most vulnerable children and put in support to meet their needs. • To use emotion coaching with all children as an approach to manage challenges with behavior and SEMH. 	<ul style="list-style-type: none"> • Vulnerable children and families were supported and their needs monitored. This was especially significant from March onwards during lockdown. Vulnerable families were contacted regularly by phone, email and when needed in person. • Improved attendance up to lockdown and during lockdown. All families were individually contacted to discuss return to school and how we had prepared for this. Clear explanations were given individually to families to ensure that they understood the safety plans. • A significant percentage of children, 87%, returned to school during lock down, either as part of the key worker groups or in their class groups. Where families were unsure about the return to school their views were respected and ongoing dialogue with staff ensured that they were able to take gradual steps when they wished for their children to return. • Families in receipt of Free School meals were supported throughout lockdown with the vouchers. Staff ensured that they were able to access the vouchers. • Gave out food bank vouchers to families identified as in need • Training was somewhat hindered during lockdown however; all staff received training from the EP pyramid service in Recognizing and Understanding Anxiety in September 19 and this training was cascaded to TAs. FSW had

			<p>training on Gender identity in February 20 and was due to be cascaded to TAs prior to lockdown. Training on Attachment and Trauma and Body Image, by the EP service, was booked for March 20 but postponed. This will hopefully, now be rescheduled.</p> <ul style="list-style-type: none"> • Teaching staff are now using the ELSA referral forms if they have identified, have concerns or need support with SEMH needs of a pupil in their class. • If families were struggling with SEMH needs during lockdown support was offered. When more specialist support was necessary, they were encouraged to contact the EP service who had a helpline for families during lockdown. Staff contacted the service on behalf of families if the family needed reassurance with this. • Using emotion coaching is helping to give effective strategies when managing SEMH and behavioral challenges resulting in less direct involvement from SLT in the first instance. • Vulnerable families supported in providing uniform • Completed 5 EHAs to access additional support for families in need • Monthly drop in sessions to support families and build good home school links.
Teaching	£34,252	<ul style="list-style-type: none"> • To bridge the attainment and progress gap of our vulnerable learners through targeted interventions. • To use interventions which have evidence based impact. 	<ul style="list-style-type: none"> • Evidence based targeted interventions (precision teaching/oral blending/blending to read) to improve levels in phonics and early reading were introduced in autumn 19 following training from the English hub (St Peter's) • These interventions were

		<ul style="list-style-type: none"> • To monitor interventions closely for impact and to stop if impact is poor. • For teachers to identify learning barriers for all pupils and to put in place interventions and provision to remove these barriers. • For all staff to deliver High Quality Teaching to all children in their classrooms. • For all teaching staff to feel confident in delivering the wider curriculum. • To build on the previous training in High Quality teaching and support teachers, through training and professional development, to ensure they are meeting the needs of all learners in their classrooms. • For teaching staff to identify children with poor vocabulary and oracy skills and address this through targeted work. • To provide breakfast, snacks and extra lunch for any pupils who need it to ensure that all children are ready to learn. 	<p>cascaded to teaching and support staff. P Progress meetings in January 20 showed that the interventions were starting to have significant impact.</p> <ul style="list-style-type: none"> • All staff received Tier 1 training from the Autism and Communication service in January 20 that reinforced the delivery of High Quality teaching to all children. This has helped staff to recognize barriers to learning and which strategies to use to overcome these barriers. • Staff carried out diagnostic spelling assessments with all children in Sept 19 that allowed them to identify and fill learning gaps. • Accelerated Reader and White Rose assessments were used regularly (up to lock down) by staff to identify gaps in learning and then plan targeted interventions to fill these gaps. • Accelerated Reader and White Rose were key resources during lockdown that allowed pupils to continue learning in maths and English. • Throughout the lock down staff used Showbie, a virtual learning platform, to continue to strive to provide High Quality Teaching. This allowed staff to monitor which pupils were engaging in and completing the tasks, which pupils and which pupils and families were finding it challenging. Families were contacted individually to ensure they were able to access learning and support was given when needed. This may have been; providing paper copies that were collected from school or delivered, giving individual explanations to parents or suggesting alternative ways in which to complete tasks which families felt comfortable with. • Talk boost began in January 20 to support oracy skills in R and year
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			<p>1. Two staff members (teaching and support) also received Vocabulary training from Speech and Language service.</p> <ul style="list-style-type: none"> • Planned residential trips were postponed this year that, in turn, had a limiting impact learning experiences in the wider curriculum. • Pupils attending school during lockdown experienced the wider curriculum through specialist PE lessons, small group forest school sessions, art and craft sessions outdoors and philosophy sessions.
Total Funding	£57,060 (projected)	£54,730 (came into school April 2020)	

Evaluation of attainment and progress data during the academic year 2019/20 is not possible because of the absence of end of year assessments.

Possible barriers to progress and achievement for disadvantaged pupils

Whilst the following are all possible barriers we understand and appreciate that, they are in no way barriers for all disadvantaged children.

- Poor attendance
- Lack of or limited experience of extra- curricular activities
- Limited support with home learning
- A lack of books/reading material at home
- A lack of basic equipment eg uniform/sports kit/I T equipment to facilitate remote learning
- Limited life experiences at home such as holidays and trips
- A lack of a rich and varied vocabulary modelled at home.
- Limited aspirations
- Poor oracy skills
- Feeling hungry and tired
- Extra home responsibilities eg helping with younger children/young carers

PP Strategy for 2020/21

Item/Project	Cost	Objective
FSW/ELSA	£19,176	<ul style="list-style-type: none"> • To ensure attendance of all pupils is good and to support families when needed. • To continue meeting the SEMH needs of all our pupils. • To share all training targeted to meet SEMH needs with all staff. • To continue to provide strong home/school links for all of our families. • To identify pupils and families for whom lockdown has brought specific and continued challenges, both emotional and financial and to support these needs. • To alert staff to pupils and families who may need specific support such as more guidance with home learning, help with settling after separation or friendship support.
Teaching	£39,494	<ul style="list-style-type: none"> • To assess in reading, spelling, writing and maths, at regular times during the year. To use this information to plan interventions that will start to bridge the progress and attainment gap of vulnerable learners. • To measure the current attainment of all pupils against expected attainment levels from using Fisher Family Trust data and using this information identify the pupils needing targeted intervention work. • To use termly Pupil progress meetings to set targets, monitor intervention groupings and monitor progress and attainment. • Continue to use Showbie for all home learning. To monitor the home learning and provide support for pupils and families who are unable to access this. • For families not using Showbie maintain contact by telephone calls or conversation at pickup or drop off as risk assessments allow. • Encourage all parents to use Showbie to maintain effective home school links by sharing significant information that may affect learning and well-being between home and school. • To access professional development virtually and to share any effective training with all staff. • To be aware of the needs of vulnerable learners and families and, if appropriate, amend expectations accordingly. • To regularly monitor the effectiveness of interventions and stop if the impact is not good. • To have high aspirations for all pupils foster a

		<p>positive growth mindset/ “can do “ approach in the classroom</p> <ul style="list-style-type: none"> • To develop oracy and discussion skills through targeted whole class, group and individual speaking and listening tasks. • To spend dedicated time developing social, emotional and well-being skills. (Jigsaw – PSHE scheme) • As soon as risk assessments allow, develop the wider curriculum by planning for local visits/visitors/residential trips.
Total Funding	£57,420 (projected)	THIS MONEY WILL COME INTO SCHOOL IN APRIL 2021

Measuring the impact of the PP spend 2020/21

The following will be discussed:

- Evaluation of the success of the objectives of the PP strategy 2020-21
- Evaluation of the end of year attainment and progress of children in receipt of PP.
- Evaluation of the targeted interventions for children in receipt of PP.
- Evaluation of the attendance for children in receipt of PP.